H. H. AUSTIN

Wellesley College News

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COLLEGE CALENDAR.

Thursday, October 23, 7.30 P.M., 221 College Hall, lecture: "The Character of the Conquest and Colonization of Spanish America," by Mrs. Blanche Zacharie Basalt.

Saturday, October 25, Evening, Society Programme Meetings. Barnswallows.

Sunday, October 26, 11.00 A.M., Houghton Memorial Chapel, Rt. Rev. Theodore P. Thurston of Oklahoma will preach.

Vespers. Special music.

Monday, October 27, 4.15 P.M., Professor Palmer's lecture.

7.30 P.M., Billings Hall, Professor S. B. MacWhood of Drew Theological Seminary will speak on "Program Music."

Wednesday, October 29, College Hall Chapel, 4.30 P.M., joint meetings of the Junior and Senior classes. Address by Miss Florence Jackson of the Vocational Bureau.

7.30 P.M., College Hall Chapel, Christian Association. Address by Miss Tufts, "I have called you friends."

7.15 P.M., St. Andrew's Church, address by Miss Merrill, "That ye also should do as I have done to you." Both meetings are in preparation to service of Holy Communion.

Saturday, November 1, Field Day.

MISS SMAILL'S RECITAL.

On Monday evening, October 20, Miss Edith M. Smaill, of the Department of Elocution, gave a recital in College Hall Chapel. Miss Smaill's program consisted chiefly of monologues concerning the "habitant" of Old Quebec. She was assisted by Miss Georgia Titcombe, 1915, who sang a group of French Canadian songs which further illustrated the character of the "habitant." These "habitants" are a class peculiarly French Canadian, being for the most part descendants of the original venturesome French settlers.

Miss Smaill's selections were almost all humorous, the bits of pathos (which were not at all overdone) standing in striking contrast. The program was particularly pleasing to a college audience, and we were glad to have an opportunity to realize the ability of the new member of the Elocution Department.

PROGRAM.

The "Habitant" of Old Quebec.

1. French Canadian Life and Character, Songs and Legends.
2. A Group of Monologues by the "Poet of the Habitant."

a
- The Habitant.
- De Nice Leetle Canadienne. W. H. Drummond.
- Pelang.

A Group of French-Canadian Folk Songs, Miss Georgia Titcombe.

b
- Mon Frere Camille.
- Le Vieux Temps. W. H. Drummond.
- Johnnie Courteau.

ON THE SUBJECT OF NICHES.

Have you decided just what your niche in the universe is to be after you are out of College? If you haven't yet decided, it behooves you to do it soon, for before so very long you are going to be thrust rudely upon a cold and unappreciative world, and the best thing for you to do is to choose a niche and get to cover as soon as possible.

Perhaps you don't know that there are such things in existence as Bureaus on Niches, but there are. Teachers' Agencies belong to the class, but they happen to be the thing we are not particularly interested in just now. There are others of the class, and we want to tell you about one kind especially.

You have probably heard of the Woman's Educational and Industrial Union of Boston, and if you have, then you know of its Vocational Bureau. The object of the bureau is to register women who wish to enter some sort of vocational field other than teaching, and then to place them as satisfactorily as possible. A good many people take it for granted that of course a college graduate will teach. The Vocational Bureau was wiser. Those in charge of it knew something of the demand for college-bred women in other lines of work, and it therefore set about the business of bringing women and positions together. As a result it has now a record of a large number of applicants registered and a large percentage of those applicants successfully placed.

Now the Graduate Council, which is really very much more than just the name we hear and don't know much about, decided to play fairy godmother for the Wellesley girls by enabling them to come in touch more closely with the Vocational Bureau. How they have done this has already been explained in the columns of the NEWS.

Since the appointment of the Faculty and Student-Alumnæ Vocational Committee in Wellesley, a plan of its work has been sketched out. On October 29, there will be a joint meeting of the Junior and Senior classes at 4.30 P.M., College Hall Chapel, with the doors open to any others who wish to come, and at this meeting Miss Florence Jackson will give a full account of the work of the Bureau. In addition to this big meeting there will be five or six open committee meetings on dates to be announced later, at which competent speakers will tell us of the openings for women in various lines, such as secretarial work, social work, public health and sanitation, model dairy farming, and other thoroughly interesting subjects. These meetings will be open to all those who are wise enough to avail themselves of the privilege. Finally, the College will be kept in constant touch with the Bureau by the Tuesday afternoon conferences which Miss Jackson will give in College Hall during the entire year. Every Tuesday afternoon Miss Jackson will come out from Boston and will hold conferences between the hours of 4 P.M. and 6 P.M. Conference periods may be signed for as late as 10 P.M., on Monday on the Vocational Committee Bulletin Board, and in this way any girls who either have ideas or would like to have, may talk to Miss Jackson on the subject.

The dates of the open committee meetings, the location of the bulletin board and Miss Jackson's office will be announced next week.

FRESHMAN SERENADE.

Strong in numbers and in enthusiasm, 1917 serenaded her older sisters, last Saturday evening. Baby costumes, with green caps and sashes, gave her a childish and truly Freshmanlike appearance, but the cleverness of her songs made us decide that 1917 was more grown up than she looked. The whistling song received special applause. The girls followed their leaders well, and it was noticeable that the singing did not drag.

To Olive Sheldon, the chairman, and Lucile Smith, the leader, much credit is due for good work in planning and organizing the serenade for us.

JACOB RIIS ON SETTLEMENTS AND WHAT THEY MEAN.

It was our privilege to listen on Sunday evening to Jacob Riis, who spoke to another generation of Wellesley students twenty years ago, during the "Bad Winter," which was at the beginning of settlement work in New York. Mr. Riis came this year under the auspices of The College Settlements Association, to tell us something of the development of Social Settlements as he has known it and of their meaning. After sketching the beginning of settlement work in the well-rewarded efforts of a few women in different parts of the city to improve the conditions under which children were growing up, Mr. Riis centered his attention on his own settlement, being at the same time his most intimate concern and a fair example of the work in general.

Sharing with the Tenement House Commission of 1894, the conviction that the fundamental need of the people of the slums is an improved home environment, the settlement strives to make its house a common place of meeting where the elemental human hunger for the beautiful and good may be satisfied. Working with both children and adults, the settlement aims to teach the love of God by manifesting the love of man. While the settlement is strictly non-sectarian and avoids dogmatizing, a movement which stands self-defined as an effort to revive faith in God through the medium of neighborliness, must obviously find its inspiration and power in religion.

Turning from what settlements are to what they mean, Mr. Riis first said that every one who entered the Settlement House found a different message. But to all who in any part grasp the significance of settlement work it must mean "loving your neighbor as yourself" and the inspiration which it gives must be "service."

The faithful and devoted service of many has meant the introduction of playgrounds, the improvement of schools, the establishment of juvenile courts and probation officers, a tremendous addition to the happiness and welfare of children. It has given encouragement and work to men and women, it has meant the introduction of practical civic reforms and the raising of the standard of citizenship. To the workers themselves settlements have meant a warming of heart, an opening of eyes, and a strengthening of citizenship.

When we ask the question "Will settlements last?" Mr. Riis says, "Probably not." Other organs, perhaps the schools, will carry on the work they have begun. But settlements have been a powerful factor in bringing together the two halves of society; they have changed work for the poor to work with the poor. Even if settlements are not a permanent institution, have they not been worth while?

PROFESSOR PALMER'S LECTURE.

To have Professor Palmer come and talk to us is almost like having a relative of the College come to visit us. In 1887, our pioneer President, Alice Freeman, was married to Mr. Palmer, in Boston. In his book, "The Life of Alice Freeman Palmer," he has shown us something of the development of her strong, beautiful character, and has given us a vivid picture of her work for Wellesley. It is hard for us, who feel so decidedly "at College" here in Wellesley, to realize that, when the direction of the College was put into Miss Freeman's hands in 1881, the institution was little more than an overgrown, loosely organized boarding-school, trying hard to be a College. Miss Freeman's remarkable creative

(Continued on page 6)

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EDITORIALS.

PATTERNS.

We rely too much on what is expected of us. We conform to our reputations, instead of ignoring them, or forcing them to conform to us. Some friend describes us as "very independent" and we swell with pride and go through the day with elbows out and chin in the air. Later, some one says we are sensitive and we watch for opportunities to exhibit our rare delicacy of feeling. Other people's impressions, carelessly voiced, sink deep and become a row of crazy sign posts by which we strive to travel.

The girl unaffected by others' opinions would be less than human. To respond to a really discerning criticism may help us, if we do it with reserve. But these patterns that we seek to follow to be as Mary thinks us, or Helen likes us best, or the girls decide we are! All of us have too many sides to risk cultivating only the one that conforms to reputation. Because some one thinks you are "barrels of fun," don't always try to be the clown when she appears!

We are told of many things for which we have come to Wellesley. Some of them surprise us, for we were quite innocent of desiring them when we came. Most of them, however, could be classified as interesting but vague. We have come for "self development," for "the broadening influence of older minds" for "the Life." And sometimes "the Life" seems to consist of living it by a certain pattern, which we never selected ourselves, but which has been thrust upon us. We are no longer girls, but "types."

In facing this confusion between "myself" as a private and public object, it is helpful to pause and consider, not why we came (heartless parents may have forced us to!) but what we are going to do now that we are here. How are we going to find this self development? How keep from being a nonentity, or merely a type? In solving, deep self analysis is not so necessary, as the frank answering of this one question—am I living an individual life, or am I following a pattern?

A thing which the founder of Wellesley, Mr. Durant, most dreaded, was Routine. It is the monster behind every academic course and is closely related to living by a pattern. Original research and individual activity were the graces he most desired, not so much for their academic results, as for character building. Do we always strive toward this individuality—both Faculty and students?

One of the most impressive summaries of Alice Freeman Palmer's work was given by President Emeritus Eliot, when he said, "it was creation, not imitation, and it was work done in the face of doubts, criticisms, and prophecies of evil." Does our work still cling to that wonderful standard, "creation, not imitation?" Does our "Life?"

Let us forget the patterns, and put our originality into everything we do. Let's take even our small talk out of somebody else's quotation marks. No matter what somebody thinks we can do, lets surprise her. Cowper wrote "The Task" on a dare, and Drake "The Culprit Fay" on the same incentive. We of to-day should repay Wellesley's earlier efforts, by living lives not of imitation, but of self-expression and creative beauty.

"HOW THE OTHER HALF LIVES."

Listening to Mr. Riis, we were forcibly impressed by the reiterated emphasis on his belief that the rich did not know how the poor lived—that the one half of the people had lost sight of the environment and the interests of the other half. We pondered on his statement, and, trying to relate it to this our own condition, we remembered a Free Press beginning, "There is too little real friendly association between the Faculty and students of Wellesley." We have heard the sentiment voiced before and it may be that we have agreed and it may be that, even as the writer, we have longed for the higher plane and have felt that the Faculty should reach down and litt us up. We may have decided hastily that the richer half was quite culpable and that we were much abused because we still wander on our lower plane and find it growing broader and broader, but, alas, never any higher.

Now we are wondering which half it is, after all, that fails to understand the other half. Do the more developed minds fail to perceive our need, or, perceiving it, still hold aloof and refuse us the opportunity of mingling with them? But let us change the point of view. Are our immature interests blind to the opportunities that are offered, or, seeing them, do we shrink from the effort of accepting them?

We have looked back at as much of our college career as lies behind and we have tried to study the Faculty. Their attitude towards the students seems to show no wilful aloofness; on the contrary they welcome cordially all attempts at friendship that the student may see fit to make. They cannot be blind to our need, for day by day, they are giving their lives to the satisfying of that need. Have you ever spent all day with a younger child, trying sincerely to satisfy his intellectual curiosity? Have you given of all that you have and, at night, felt drained—as if there were no more to give? Our Faculty are giving to us in lectures and class discussions all the wealth of their wisdom and their personal reaction on the wisdom of the world. (We insist on the personal element. Count how many times in the next week an instructor says "I, myself believe . . ."). Is the power of any individual to give unlimited? We ask too much if we demand a constant giving of knowledge and sympathy on the part of the Faculty and we are blind indeed if we fail to reeognize our indebtedness to them.

Perhaps you acknowledge an indebtedness and still seem in doubt as to the possibility, under present conditions, of rising to that "higher plane." If so, our first question is answered: it is the lower half that lacks understanding. In lecture, in class, in conference, in the friendships that they offer us, the Faculty are giving us material and teaching us to build that we may erect ladders to that higher plane. But we must build, each of us, her own ladder, even as they have built before us and we must climb, each of us alone, the way that they have taught us. The way may be hard and the time long; but, when we have mounted, by the power that they have given us, then we shall walk in perfect sympathy with those who have gone before.

AND YET ONCE MORE.

It is with a glow of satisfaction that we exereise our editorial right to express an opinion when a subject such as the "All Star Lecture Course" presents itself. Within our editorial hearts we shout "Hurrah," and then we are suddenly sobered by the thought that the course is not yet assured to us. But our spontaneous enthusiasm is certainly a proof of our faith in the decision of the College. It seems almost foolish to question whether we are destined to have the course or not. The possibility of not having it simply does not exist,—that is, the possibility of our not wanting it.

We wish to emphasize the fact that these lectures are such as could not possibly be obtained by the efforts of any one department. They would be out of our reach if it were not for the exertions of a number of our public-minded friends who conceived the idea and are pushing it ahead. Moreover, since we shall be able to catch the coveted speakers during their stay in Boston, the expense of the enterprise will be considerably lessened.

We are so much concerned over the suceess of the project that we are nervous for fear the letters of request will not reach our prospective speakers in time for their consent. We are really impatient to know the outcome and can only wait with bated breath and a fervent hope that we may soon print upon our first page the announcement of our All Star Lecture Course.

WHAT WE THINK OF ELECTIONEERING.

Our thoughts are neeessarily of a post mortem nature, but they are none the less strong. We think it is a disgrace that this political "system" should ever find entrance into Wellesley College. But since it apparently has slipped in, and does occasionally do some work, we think it should be speedily driven out.

"Women and Politics" is one of the issues of the hour. Will women raise the standard of polities; or will the evil practices now prevalent eorrupt women? Are we stronger or weaker than the poor methods which we clamor to remedy?

Here at Wellesley we have a splendid opportunity to determine whether our votes would be a help or a hindrance to modern politics. Wellesley is a small sized republic, modelled after the larger one in which we live. We want this model to copy the virtues, not the vices of the bigger government.

A speech was made in a recent elass meeting apropos of the methods used. Its attack on the system was so fair-minded and forceful that it roused admiration and support. The NEWS adds its applause to the sentiment of the speeeh, and in doing so speaks for the College at large.

No matter what you intend to do after loaving Collogo, you will find a bank account of great usefulness, and the ability to keep one accurately an assot which will constantly grow in value. Wo allow accounts if a minimum of $25.00 is kept on deposit during the whole Collego year.

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WE ASK THE FACULTY.

The NEWS is in some uncertainty as to the interest of the Faculty in our publication. When we assumed that each member of the Faculty would wish to subscribe, and delivered first copies, as we did to students, objections were made. Therefore, we issued special slips to the Faculty that they might signify their wish to subscribe. So far this year, but seventy-five of the two hundred members of the Faculty have sent in their slips. The interest of our instructors and professors is one of the things which the NEWS needs in order to become the sort of sheet we wish to be, whether that interest is favorable or not. We do not wish to represent only the student point of view. We want to be a Wellesley College paper, and we can be that only if the Faculty show their interest in us. The best way to show interest is by subscribing to the NEWS and reading it critically. It seems as if we might rightfully expect to list among our subscribers more than seventy-five of our Faculty, and we do expect to do so.

COLLEGE HALL'S PARTY TO HER SOPHOMORES.

Beneath the protecting shelter of a huge sand bank, three warm fires, built by someone who surely must have been a camp-fire girl, threw dancing lights and shadows over groups of girls absorbed in the heating, satisfying process of toasting wienies, corn, apples, peanuts and doughnuts. Sometimes an especially hungry Sophomore ate the end of her stick instead of the wienie; sometimes her doughnut dropped in the coffee, but what mattered it, they all mixed in the end. Dinner never tasted so good, a flower-trimmed banquet hall never felt the warmth of the hospitality that we found there. The petty struggles over books and papers were forgotten, and the voices that were wont to be raised in injured protest were carried up beyond the banks on the wings of inner satisfaction, as the classes joined in singing songs and cheers. Nor was the grace forgotten, for every '16 girl silently offered thanks for the big lesson that College teaches, the lesson of sisterly love brought out by the combined efforts of '14 and '15 to give every '16 girl a warm welcome. N. H. M., 1916.

1912.

One member of 1912 has shown an interest in 1914. Are all the others so separated from us already? If 1910, and the other classes, back as far as they exist, are buying The Legenda; if one hundred girls of 1913 care to order it; if several hundred Freshmen have faith in its interest, why does not 1912 care about the record of the last two years she spent in Wellesley?

1914 always cared what 1912 thought about things. The 1914 Legenda has pages meant for 1912 to read, and although the entire order list is already one hundred above any previous year, 1914 is looking disappointedly around the great audience for their big sisters.

Send orders before November 15, 1913, to Dorothea Havens, Business Manager, 318 College Hall. Price $2.25, plus postage.

FOREIGN PHOTOGRAPHS.

The Department of Art offers to the members of the collegean, opportunity of ordering unmounted photographs from abroad. These beautiful reproductions may be obtained in different sizes and styles at remarkably reasonable prices. A number of illustrated catalogues may be found in the Art Building, and assistance in making selections will be given by the attendant from 9 A.M., to 5 P.M. All orders must be in by November 1 in order that the photographs may be received by the Christmas vacation and must be paid for in advance.

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SQUIBS.

A NEW PROVERB.

It is said that the Tech men love not too wisely, but too Welles-ley.

IT'S IN THE AIR.

Freshman (to Sophomore): "Have you chosen the subject for your Franchise yet?"

1914.

Seniors who are disappointed in Legenda pictures, remember that nothing comes out of the camera that doesn't first go in.

THEATRE NOTICES.

BOSTON: Joseph and His Brethren.
COLONIAL: Broadway Jones. Next week, The Madcap Duchess.
HOLLIS: The Sunshine Girl.
MAJESTIC: Bought and Paid For.
PARK: The Conspiracy. Next week, The Strange Woman.
PLUMOUTH: Disraeli. Next week, Let's Go A-Gardening, by the Henry Jewett Players.
SHUBERT: Mariette with Evelyn Nesbit Thaw. Next week, The Blue Bird.
TREMONT: Ziegfeld Follies.
BOSTON OPERA HOUSE: Pavlowa in Russian Ballet. Saturday only.

FOR SALE.

A Sponson canoe, back board and paddles. Price, $15.00. Apply to M. Boynton, 21 Pomeroy.

NOTICE.

In accordance with Part B, VI, 1 of the Official Circular of Information, the plans of all organizations for the year 1913-1914, must be in the hands of the Committee on Non-Academic Interests on or before November 1.

A duplicate copy of these plans should be sent to the student chairman of the Joint Conference Committee. S. C. HART,

Secretary of the Committee on Non-Academic Interests.

SOPHOMORE ELECTIONS.

The class of 1916 has elected the following officers for the year:

President: Marjorie Harris.
Vice-president: Rebecca Meaker.
Recording Secretary: Ruth Rand.
Corresponding Secretary: Mary Pfeiffer.
Treasurer: Ruth Miner.
Executive Committee: Osma Palmer, Eleanor Tyler, Katherine Balderston.
Advisory Committee: Miriam Vedder, Louise Smith.
Factotums: Marion Bassett, Dorothy Ehrich.

RESULT OF COLLEGE SETTLEMENT ELECTIONS.

Vice-presidents: Bessie de Beer, 1914. Eunice Wood, 1915. Helen Heafield, 1916.
Secretary-Treasurer: Elsa Disbrow, 1915.
Faculty Member: Helen S. Hughes.

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FREE PRESS.

I.

A Plea for the Lecture Course.

A great many of us heard Professor Charles Zueblin's lecture last spring. Some of us went because we knew what was worth while; some because—oh! well, Tuesday was an easy day anyway, and it seemed the right thing to do, this attending of enlightening lectures. We all filed into College Hall Chapel, as I say, eagerly, indifferently, or apathetically; but in very few moments there was a perceptible creaking in the old chapel—the audience was drawing itself up in its chairs, lest it miss a single word of the message! We sighed when it was over, but best of all, we thought. Professor Zueblin kept conversation from becoming a duty at many a College table for weeks to come. We thought back over the lecture with minds electrically charged and alert; we all felt that we had been lifted by a strong power, so that, a tiptoe, we might just glimpse the meaning of things beyond.

This year, we have been offered, not a single isolated lecture, not the brilliancy of a chance meteor across our field of vision, but a real course of just such illuminating lectures, arranged and announced so long beforehand that no one needs to miss a single time. To those who read the Free Press of last week, the great companionship offered us is already known; to those who did not—if we say Professor Zueblin, Mary Antin, Dr. Stephen A. Wise, and Professor Earl Barnes, is not that enough? Truly, a feast for the intellectually hungry!

And so, when it comes to a question of mere financial backing, when those who are farsighted enough to try to secure these lectures for the rest of us come seeking our loyal support, will any member of Wellesley need to hesitate, even for a moment, before she pledges her aid to the utmost? We think not!

Marguerite Samuels, 1916.

II.

Non-Academic Electives.

"What are we in college for, anyway?" was one sentence in the midst of last week's Editorial.

We are in college to develop our own selves; to develop stronger bodies in Wellesley's beautiful out-doors; to develop our hearts and social graces through comradeship with our friends; to develop our brains through the mechanical part of the academic life; to broaden our mental horizons in the struggle to attain "those serene heights with the fairest and best souls of all time." This is not all: We are here also to share our friendship and knowledge; to help our little sisters in the Freshman class have a good time at the Barn; to bring the bit of sunshine that will make a timid classmate blossom out into radiant womanhood; to teach a maid's class; to help the little brothers and sisters at Dennison House;—are not all these things important, worth while? Even if self-improvement, self-happiness, should be your only aim, is selfishness the best ideal to secure it with? Why not share ourselves a little, even at the expense of postponing some of our readings in the classics. What are you going to do to help?

R. R. C., 1915.

III.

Use and Abuse.

I suppose a Wellesley girl, who has spent more long and plodding hours than she cares to remember in reading for some papers or for the purpose of fattening a very emaciated reading list, would hear with scorn the statement that she does not know how to use a library properly.

If the proper knowledge of a library consists in the discovery of nice, out-of-the way shelves where reserve books may be stored during the dinner hour, or of inventing the best way to sit on two books, with one inside one's note-book and three more open on top of each other to give the appearance of reading only one, then I fear that only too many of us have mastered this art.

Again, may I suggest that while the development of the art of conversation is part of a cultural education, a library is scarcely the best place to show one's proficiency in that line?

Undoubtedly it is a great temptation to enliven the hours of work with a bit of the latest gossip of our non-academic existence, and it is even more of a temptation to secure that elusive reserve book while you read another equally elusive one, but if in the latter case we would only dis"obey that impulse" the books would cease to be quite so elusive!

Can we not remember that in the use of a library, as in the use of anything else that is the common property of many, we should consider the needs of the other joint owners, by taking no more than our rightful share of the material and by exercising a little more control over our conversational powers?

Ruth Benton, 1915.

IV.

A Plea for Umbrellas.

"Slosh, slosh, slosh," said my rubbers, as I splashed through one puddle after another, coming up from the vill. "Drip, drip, drip," said the raindrops as they rolled off the brim of my new velvet hat, splattering my poor, little snub nose, and falling to the ground. "This will never do," thought I, so I stopped in Eliot and prevailed upon a good-natured Freshman to loan me her umbrella. I then proceeded homeward, in a much happier state of mind.

The next morning the rain continued. I offered to loan my roommate my own umbrella, while I used that of my Freshman friend. So we departed for chapel.

Later, on coming down from classes, I decided to stop in the Library for a few minutes. In accordance with my good faith as to the honesty of the world in general, and Wellesley girls in particular, I deposited the umbrella just outside the library door. When I returned, just fifteen minutes later, the umbrella was nowhere to be found, search as I might. In a fit of ill-temper, I seized upon a miscellaneous umbrella, and plodded homeward, my faith in humanity shattered! To think that anyone would dare take an umbrella which I had borrowed!

Suddenly, the thought came over me, that I was no better than she, for had I not deliberately taken an umbrella from "the exchange" in front of the library? When the full meaning of this came over me, I stopped short, looked up into the unoffending umbrella and discovered my own name, neatly written in white ink. I had taken my own umbrella which my trusting roommate had left outside the Library.

Moral—Adopted umbrellas seldom come into the possession of the original owner.

A. W. P., 1916.

V.

Bulletin Boards.

One of the greatest features of annoyance to every student at some time or other in her career is the congestion in the corridor by the bulletin boards. I'm sure we all have experienced the realization that it is almost time for the gong to ring and we simply can't get through the crowd by the bulletins. You have even gone down to the first floor and up again by the other stairs, haven't you? It seems as though we could help remedy this unpleasantness if each one of us would consider it her individual responsibility. Try to consult the bulletins during a free period and there will be a noticeable lessening of the crowd when you try to go from one class to another. And if you must read the bulletins between periods, don't linger any longer than is absolutely necessary to read them. Discuss them later. Let's all try to help!

H. H. P., 1916.

(Continued on page 6.)

Whitman's

LATEST

Read the list of contents on the lid, then see if you can resist it. There are caramels, mints, taffies, molasses candy, etc., the choice of the "Old-Time Favorites." Attractively packed in 20-oz. boxes.

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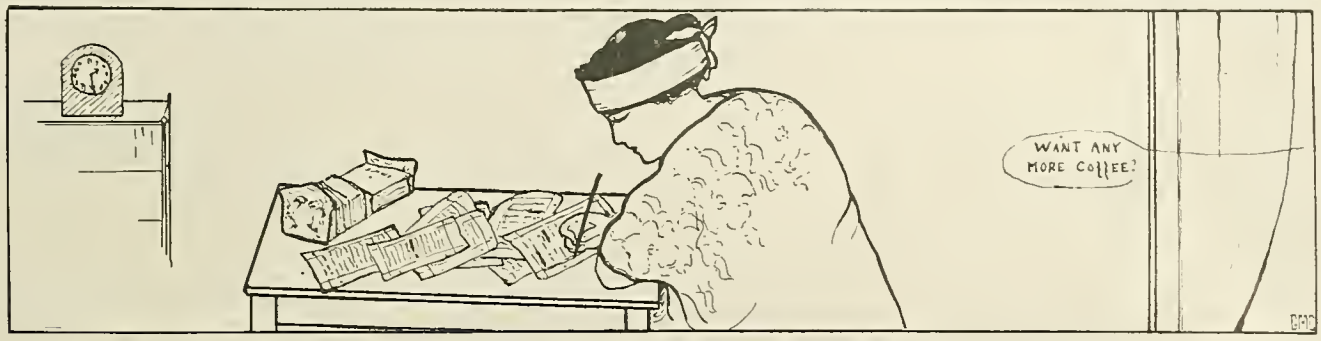

PARLIAMENT OF FOOLS

FORENSIC NUMBER.

To those who, at this dry season of the year, bend over Poole in the struggle to Foster Argumentation, this page is sympathetically dedicated, with the hope that it may, in small measure, assist in covering the barren stretches of forensic paper.

I. DEFINITION OF TERMS EMPLOYED.

ARGUMENTATION: [Deriv. Lat. Argus, a hundred-eyed monster (See Classical Dict.) Mentitus, feigned, pretended] A phylum which is monstrous in certain of its academic forms; yet is largely made up of ordinary and domestic species.

FORENSIC: [Deriv. Lat. foro, to bore. (Pres. Part.) sic, so.] A species of argumentation so named because it is so boring. Term applied to second year's development of original, green shoot. Blossoms at night. Highly inflammable.

DEBATE: [Deriv. Lat. de, about; batuo, to beat.] A noisy form of the Sp. Forensic, which goes about trying to beat.

FALLACY: [Deriv. Lat. fala, a scaffold; lacio, to allure.] An alluring scaffold upon which to hang evidence.

EVIDENCE: [Deriv. Heb. and Lat. Eve (see Genesis); identidem, the same repeatedly; i. e. "Eve all over again."] A use of the argument: "she told me so."

II. LAWS OF PROCEDURE.

[The two great laws which govern the physical and animal world are here shown in their application to the art of forensic-writing, that the student may learn the unity of all knowledge.]

1. The law of evolution.

By the workings of this law, it is possible for a single, unicellular idea to acquire, under necessity, a complexity equal to twenty square feet of forensic paper. An interesting laboratory experiment would be to dissect the final product, removing all appendages, in a search for the original ancestor. (N. B. These experiments will be performed at the end of each cross-corridor in College Hall any morning from nine until twelve. See English Composition bulletin board.) The theories of natural selection, and the survival of the fittest may also be observed in their practical workings.

2. The law of Boyle; sometimes called, in this connection, "the law of boil-down." This law is especially valuable in the manufacture of the genuine Brief. Its theory, which has never yet failed, is that by doubling the pressure upon a student, the volume of his utterance is cut in half. Since volume is not an essential of a genuine Brief, the phenomenon of postponing utterance until "the night before" is readily explained.

III. A MODEL BRIEF.

[N. B. We guarantee this framework to be absolutely proof against all attacks of the Department of English Composition.]

Resolved: That marmalade should be served with fish-balls for Sunday breakfast.

INTRODUCTION.

I. HISTORY OF THE QUESTION.

A. At the time of the founding of the College, the intellectual value of fish as an article of diet, was recognized in the stipulation that fish-balls be served once a week for breakfast, preferably on Sunday, thus allowing a period of at least twenty-four hours uninterrupted by academic pursuits, for the unhindered expansion of the brain.

B. Before long it developed that the consumption of the isolated fish-ball caused commotion during the church service, numbers of the students being forced to leave the chapel in order to slack their thirst.

C. To insure quiet, therefore, it was decided that marmalade should accompany the fish-ball, as a safeguard against thirst.

II. ORIGIN OF THE QUESTION.

The immediate occasion for the discussion of this question arises from the fact that unaccompanied fish-balls are constantly being met with in college houses.

III. Any discussion of the existing combination of marmalade and crackers, cake and marmalade, marmalade and cheese, and fish-balls and tomato-ketchup, shall be regarded as extraneous.

PROOF.

Marmalade should be served with fish-balls on Sunday morning, for

I. The combination is a time-honored one; and, to turn to Shakespeare, "the traditions of the past should be the guide posts of the future."

Refutation: Even though change is good, there is no reason why an eminently and universally satisfactory state of affairs should be left behind merely for the sake of change.

II. Marmalade is indispensable as an accompaniment to fish-balls: for

a. As butter alleviates the dryness of bread, so marmalade offsets the deadly work of salt.

b. [N. B. Students are asked to observe that a b should always follow an a.]

Refutation: Although it is argued that marmalade does not necessarily need to be served with fish-balls, nevertheless

a. Fish-balls, being brain-food solely, when served alone soon produce that one-sided aversion known as the grind.

b. The all-round girl is what Wellesley particularly aims to produce; hence she requires marmalade with her fish-balls to secure a proper proportion.

CONCLUSION.

I. Since the well-established custom of marmalade and fish-balls should not be changed unless complaint arises.

II. Since the fish-ball requires marmalade to balance it:

Therefore: Marmalade should be served with fish-balls for Sunday breakfast.

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(Continued from page 1)

PROFESSOR PALMER'S LECTURE.

work is largely responsible for the fact that Wellesley is to-day a College of equal rank with the other woman's colleges of New England.

Professor Palmer's close connection with and intimate knowledge of our former president, added to his wealth of wisdom and perfect self-expression, make him a doubly welcome visitor.

In the first of his series of lectures, given on Monday, October 20, Professor Palmer gave a brief outline of his conception of poetry in general.

The aim of poetry, he said, is not to instruct, or to point a moral. The substance of poetry is, rather, feeling; the poet should aim to transmit to others his own feeling, his own moods. And we, if we are to enjoy poetry, must have minds ready to receive his moods.

The most powerful device of the poet for accomplishing this end, is that of repetition,—the repetition of sounds, that constitutes rythm, the repetition of consonants at the beginning of words, which we call alliteration, and that repetition of vowel sounds that gives a poem what we call tone color. By these devices, a poet may so isolate his mood, that he hypnotizes us into sharing that mood, whether we will or no.

The grounds for the importance of poetry are, its discipline of our imagination (which Professor Palmer, very delightfully, named "the great cart-horse of life"), its interpretation of our own lives and experiences for us, and its enlarging of our ideals, and of our sympathy with the world and those about us.

Professor Palmer ended by reading selections from many English poets, illustrating the points which he had emphasized in his lecture.

(Concluded from page 4.)

FREE PRESS.

VI.

THE STRANGER "WITHOUT" OUR GATES.

For the Freshman, life in the village has, of recent years, been considered a distinct advantage. At least, not having looked forward to a real campus existence, she has not had a fall from the platform of anticipation, nor does she know that peculiar and pitiful hankering for her own kind which is the affliction of a few Sophomores. With the girl coming from another institution, it is otherwise. With the memories of her class and Alma Mater, and the privileges of campus life, which were unquestionably hers, pulling a little in the opposite direction, she suddenly finds herself in the wake of a few hundred Freshmen, seeking for identification in the unorganized mass. In other words, she undergoes the common lot of Freshmen with more chance for homesickness than they, and a greater possibility for disappointment in not being on campus than awaits the Sophomores. It must be quite trying also to get into things; to spend the usual hours in Center waiting to be located, to have the disappointment of being ranked to a class too low, and to endure other seeming atrocities which we all know are only part of the game. Is it little wonder then, with these grievances, that transferred students are sometimes heard to speak with a certain emotion of the beauties of their Alma Mater? Is it not probable that we are losing an opportunity of making these girls more royally welcome, and giving them a truer idea of the comradeship of our Wellesley life?

L. OSMA PALMER, 1916.

VII.

EATING.

A Free Press recently defended the College girl from the charge of departing from the epistolary precepts of our grandmothers with the plea of originality. Rightly, too, we all agree, for the expression of individuality is one of the finest signs of the times.

But—and herein is material for thought—what about our modern methods of eating? The most approved College girl style is to bolt, as rapidly as possible and with the minimum degree of mastication, as much luncheon or breakfast, as is possible in the space of five minutes. Shades of Fletcher. And I need hardly mention the depreciation of manners. It is much quicker to slap a butter pat onto one's plate than to transfer it in the most approved style; so slap it goes; and sliding the rolls across the table takes less time than passing them around; so forthwith the rolls slide.

Nobody can defend us this time on the plea of originality. And we can't even blame it on the business of College life, for this enlightened institution provides us plenty of time for leisurely meals. Let's devote our energy all the rest of the day toward expressing our individuality, but please let us remember our grandmothers at meal times.

K. C. B., '16.

LOST.

A complete year's notes in Pure Mathematics 12, on Wednesday, October 1, presumably between 60 Central Street and College Hall. F. Webster will gladly give a handsome reward for their return to 27 Church Street.

NOTICE TO ALUMNÆ SUBSCRIBERS.

For several years it has been the policy of the NEWS Board to send no receipts for payments for the COLLEGE NEWS, unless (1) receipts are requested, or (2) cash is sent in payment. Checks and the stubs of money-orders constitute receipts in themselves.

NOTICE TO COLLEGE SUBSCRIBERS.

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ALUMNÆ NOTES.

ANNUAL REPORT OF THE COLORADO WELLESLEY CLUBS.

The year 1912-'13 has been an especially interesting one for the Colorado Wellesley women, as it has been occupied with the organization of a state club with centers wherever there were four or five Wellesley women who were willing to act together.

The "Record" gave a list of one hundred and nine women who were eligible for membership to the Club. But investigation shows that at least eight of these people have left the state. As a result, there are not more than one hundred scattered over a great territory. The only centers which have been established so far are in Denver and Southern Colorado. If possible (not probable), two more are to be organized in the early fall and winter.

In order to make the organization as representative as possible Miss Adelaide Denis of Colorado Springs was chosen for President. The rest of the Executive Board, because of necessity in the transaction of business, was placed in Denver, Mrs. Emma T. Tyler, Vice-president, Mrs. Charles Sigel, Jr., Recording Secretary, Miss Martha Schenck, Secretary-Treasurer and Miss Elspeth Rattle, Councillor.

The State Club will hold three meetings a year, two in Denver, and the other one away from that city, wherever opportunity offers. Each group or chapter, as we call them, meets at least twice each year independently of the larger organization, has its own officers and by-laws and pays its dues through them to the State Club.

The organization seems unwieldy and complicated, but strongly resembles the plan of the A. C. A. and represents the thought and work of the Club for practically the whole year.

While we were engaged in our reorganization, other interests were not neglected. Each meeting of the Denver Chapter was provided with a program. Social problems of interest in the community and country were discussed and explained. Our speakers were such people as Miss Gail Laughlin, Miss Gertrude Vail and Miss Josephine Roche.

After the final adoption of the State Club Constitution and its acceptance by the Colorado Springs Wellesley Club the Denver Chapter ceased to be the Colorado Wellesley Club. The Colorado Springs Wellesley Club entertained Professor Palmer at a luncheon in February. After her visit in Denver, where the Chapter entertained at a buffet supper for her, Miss Goodwin stopped in Colorado Springs where she was entertained at a tea given by Miss Denis.

The Colorado Springs Club merged into Southern Colorado Chapter in May.

The first election of State Club officers was held in Denver in April. Two Colorado Springs members attended the meeting, and Miss Denis went home the State Club President. Since we are hardly organized yet we have been unable to plan much definite work for this our first year. However, we are to have our first state meeting in Pueblo Thanksgiving week and are hoping for a large attendance of the Wellesley women from the southern part of the state.

This future word is added:

Before April, 1913, two organizations:

(1) Colorado Wellesley Club, in Denver, of many years standing the doer of the Wellesley work in the state (practically all of it); from twenty to thirty members. Some of the outsiders occasionally attended a meeting or luncheon.

(2) The Colorado Springs Wellesley Club, with no constitution and no dues, a few officers, about ten members, an informal social organization of about one year's standing. This club gave the luncheon to Professor Palmer in Febuary at the Antlers Hotel, Colorado Springs, Sara Coolidge Brooks ('85,) President.

In April in Denver and in May in Colorado Springs, the following future organization was effected.

1913.

A. The Colorado Wellesley Club: Membership open to any one in the state connected with Wellesley, dues fifty cents.

Constitution: That suggested by Student Council.

Officers as given by Miss Rattle.

Three meetings per year: No. 1, November 24 probably, Pueblo. No. 2, Denver, (date not fixed). No. 3, Annual, Denver, third Saturday in April.

The work of (1) getting the widely scattered Wellesley women in touch with each other; (2) the arousing interest in the Endowment Fund, will probably be the only club work for the year.

B. There are two sub-organizations, all members of which are also members of the Colorado Wellesley Club.

(1) The Denver Chapter in which we hope the adjacent towns will join. This is the large, energetic and valuable portion of the Club. About twenty-five members. President, Miss Anna Johnson, '81-82, 1421 Williams Street, Denver. Meets every month.

(2) The Southern Colorado Chapter, in which join Colorado Springs, Pueblo, Canyon City. About nineteen members. Meets twice a year. Social. Too scattered to do any work. President, Mrs. Sara Coolidge Brooks, '85, Colorado Springs. One meeting will be Christmas week in Colorado Springs, the other in Pueblo in the spring.

At present I see no prospect for any other center. Of the one hundred and nine Wellesley names in the "Record" credited to Colorado, we know that eight have left the state already and many more do not answer letters.

We expect all communication with the college to be through our State Secretary, Miss Martha Schenck, Denver, and State Delegate, Miss Elspeth Rattle, Denver.

NOTICE.

The annual meeting of the corporation of the International Institute for Girls in Spain will be held in the chapel of the Old South Church, corner of Dartmouth and Boylston Streets, Boston, on Wednesday, October 15, 1913, at 3.30 P.M., to listen to the annual reports, to elect officers and directors for the ensuing year, and to transact other business. The subject of the relations of the League and the Corporation will be considered.

The following proposed amendment to the by-laws will be presented for adoption: To amend Article 1 by adding at the end of the first sentence thereof, the following words: "An Honorary President and two Honorary Vice-presidents may be elected."

After the necessary business, stereopticon views of Spain and of the Institute will be shown, and Spanish songs will be sung.

CHANGES OF ADDRESS.

Mrs. Richard H. Marr, (Irma Bonning, 1910), to 200 Edison Avenue, Detroit, Michigan.

Hertha Bonning, 1911, to 3053 West Grand Boulevard, Detroit, Michigan.

Edith Moss, 1910, to 307 Seminole Avenue, Detroit, Michigan.

Mrs. John Decker, (Norma Lieberman, 1911), to 1014 Birney Street, Bay City, Michigan.

Francis Eagan, 1912, to 7420 North Perry Street, Birchwood, Chicago.

Mary Hathaway to 45 Forest Street, Wellesley Hills, Massachusetts.

Mrs. William N. Flanders, (Helen H. Macartney, 1911), to 3 C Street, Echota, Niagara Falls, New York.

Mrs. Maria Kneen Drew, '93, to 129 South Eighth Street, Olean, New York.

Beulah I. Brown, 1910, to 135 East 52nd Street, New York, N. Y.

Mary E. Cook to 1942 East 81st Street, Cleveland, Ohio.

Harriet B. Whittaker, 1904, to 7 Alleyne Terrace, Quincy, Mass., September-June. Permanent address Tyngsboro, Massachusetts.

BIRTHS.

On August 13, at Port Discovery, Washington, a son, Edward Platt Gardener, Jr., to Mrs. Edward Platt Gardener, (Natalie Williams, 1912).

At Lexington, Kentucky, on August 3, 1913, a second son, Walter Bullock Hunt, Jr., to Mrs. Sue Barrow Hunt, 1908.

At Shelbyville, Kentucky, on July 17, 1913, twins, Mildred Wetherill and Hugh McLaughlin, to Mrs. Bell Mapes Chowning, 1910.

On October 1, 1913, a son, John M. Green, Jr., to Elizabeth Camp Green, 1905.

On April 16, 1913, a daughter, Jane Hamburg, to Mrs. Norma Liebermann Decker, 1911.

In Honolulu, Hawaii, on August 19, 1913, a daughter, Mary Zabriskie, to Mrs. Mary Zabriskie Obson, 1909.

DEATHS.

At Taunton, Massachusetts, on September 23, 1913, Mary M. Buffington, Wellesley, 1910.

In Tokio, Japan, on August 29, 1913, Mrs. Kin Kato Takeda, special student in Wellesley College, 1888-'89. Mrs. Takeda leaves a daughter whose ambition it is to take a college course.

In Mountain Lake Park, Maryland, at the home of of a friend, on August 23, 1913, Dorothy W. Hill, 1911 (of cerebro-meningitis).

In Louisville, Kentucky, on September 25, 1913, Robert J. Telford, father of Mrs. Ella Telford Ellis, 1908.

In Tyngsboro, Massachusetts, on July 24, 1913, Channing Whitaker, father of Harriet Bancroft Whitaker, 1904, and Catharine Whitaker Lambert, 1906.

OBITUARY NOTICE.

LUCY ELIZABETH WHITE, WELLESLEY, 1893.

Lucy Elizabeth White died on September 13, after a week's illness, at Glen View, where she was visiting her sister, Mrs. Charles Gordon Fuller.

Miss White was the daughter of John H. and Lucy Barrett White of New York and was born in that city on September 26, 1871. Her early life was spent chiefly in her birthplace and in Jamestown, New York. She was graduated with honors from Wellesley College in 1893. In 1901, together with Miss Maud Martin and Miss May Lemer, she established the Villa Dupont School for American girls in Paris and for the remaining twelve years of her life this was the object of her paramount interest and endeavor. It speedily took rank among the foremost schools of its kind and has since been maintained with increasing efficiency and distinction.

To her chosen work Miss White brought uncommon gifts of character and mentality, developed and constrained to high and happy uses. Her wide culture, her exquisite personal appearance which seemed moral beauty made visible, her fine simplicity and directness, her sound judgment and discriminating sympathy, her profound and vital religious faith, wrought potently upon the scores of young lives that came under her charge, touching them to nobler issues, inspiring and fortifying them in the face of life and bringing her in return a wealth of abiding respect, gratitude and affection. A woman of the world in the best sense, she touched life at

many points. She was a member of the Presbyterian Church, and belonged to the D. A. R., and to the Lyceum Club of Paris and London. She had travelled widely in this country and in Europe. She had a very large circle of friends and acquaintances, including many in Evanston, where she was accustomed to spend her summers. In the hearts and lives of those whom she directly influenced and of those who in turn are influenced by and through them, her spirit will live, a quickening, enriching and fructifying force. Besides her sister, Mrs. Fuller, Wellesley, 1884, she is survived by a brother, Gaylord Barrett White, of New York City and niece, Dorothy F. Vawter, Wellesley, 1908.

ENGAGEMENTS.

Elsie Macdonald, 1912, to Harry Hammond of Ludington, Michigan, University of Michigan, 1911.

Mabel Jane Lee, 1911, to Ralph Barker Wilson, Princeton, 1908, of Pittsburgh, Pennsylvania.

Caroline G. Sawyer, 1908, to George Ashby Campbell, Massachusetts Institute of Technology, 1891, Research Engineer of the American Telephone and Telegraph Company of New York.

Rea Schimpeler, 1912, to Albert R. Ellingwood, Colorado College, 1910, B. C. L. Oxford, 1913.

Helene Boyce Williams, 1910, to Paul Hamilton Carpenter of McGill, Nevada, Colorado School of Mines, 1910.

Nancy Brewster, 1913, to Rollin Coe Chapin, Pennsylvania, 1912.

Helen Dunham Hayward, 1914, to Donald Macleod Keith of Brockton, Massachusetts.

MARRIAGES.

Shaw—Morey. Mr. Warren Choate Shaw, son of Mr. and Mrs. Ralph H. Shaw, and Miss Helen Abbott Morey, daughter of Mr. and Mrs. Charles W. Morey, were united in marriage on Monday evening, June 23, 1913, at the home of the bride's parents, 14 Belmont Street, Lowell, Massachusetts, by Rev. Ransom A. Greene, D.D., of Charlestown. Miss Margaret E. Goodrich of Auburndale, a classmate of the bride, Wellesley, 1910, was maid of honor, and Mr. Herbert G. Coar, instructor in biology in Dartmouth College and a classmate of Mr. Shaw, Dartmouth, 1910, was best man. The ushers were Mr. Douglas Morey, Dartmouth, 1916, brother of the bride; Mr. Hoitt N. Charlton, Dartmouth, 1910, assistant registrar in Dartmouth College; Dr. R. Maurice Elliott, Dartmouth, 1910 and Harvard, 1913; and Mr. Vernon L. Greene, Dartmouth, 1912, teacher in Vermont Academy, Saxton's River, Vermont.

Mr. and Mrs. Shaw will make their home in Hanover, N. H., where Mr. Shaw is instructor in English in Dartmouth College.

Holmes—Clapp. In Wichita, Kansas, on October 1, 1913, Sidney Clapp, 1909, to Winn Earl Holmes. At home after November 1 at 1061 North Market Street, Wichita, Kansas.

Hopewell—Hartley. In Philadelphia, Pennsylvania, on September 11, 1913, Grace G. Hartley, 1911, to Frederick C. Hopewell.

Streckewald—Beals. In Winthrop, Massachusetts, on June 4, 1913, Florence W. Beals, 1911, to Frederick O. Streckewald. At home, 3219 Sycamore Street, Milwaukee, Wisconsin.

Dissell—Geer. At West Hartford, Connecticut, on June 24, 1913, Dorothy Geer, 1912, to Edward Everett Dissell, Trinity, 1911. At home, 2249 Kenwood Avenue, Indianapolis, Indiana.

Williams—Marvin. In New York City on June 4, 1913, Gertrude L. Marvin, 1907, to John Howell Williams. Address 123 East 53rd Street, New York, New York.

Locke—Joyce. In Dedham, Massachusetts, on October 1, 1913, Helen Hunt Joyce, 1911, to Richard Baldwin Locke, Dartmouth, 1909.

Kennard—Robinson. In Kansas City, Missouri, on October 9, 1913, Arabella Robinson, 1908, to David Minturn Kennard. At home after November the fifteenth at 3832 Wyandotte Street, Kansas City, Missouri.

Henderson—Forney. At Minonk, Illinois, on October 1, 1913, Helen Darlene Forney, 1911, to Ernest James Henderson, Illinois Wesleyan, 1909, Law, 1911.

NEWS NOTES.

1913—Gertrude Souther is to be the teacher of Mathematics and Science in the High School, Hopkinton, Massachusetts.

1913—Marion Stetson will teach English, German and Mathematics in Scituate, Massachusetts.

1913—Valrosa V. Vail is to teach Biology, Ancient and American History, Drawing, Algebra, Geography and Spelling in grades in the Sherwood School, Sherwood, New York.

1913—Maude N. White will teach in the eighth grade department at Huntington, Long Island.

1913—Mae Sarles has the position of instructor in History and English at the Thorsby Institute, Thorsby, Alabama.

1913—Laura B. Baet will be the student teacher of science in the Technical High School at Fall River, Massachusetts.

1913—Annie E. Bailey is instructor in Mathematics in the Ithaca High School, Ithaca, New York.

1913—Kathleen Burnett is doing newspaper work on the staff of the Christian Science Monitor.

1913—Ruth E. Curtis will teach History and Latin during the coming year in the Terryville High School, Terryville, Connecticut.

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